

Students grow a “pair of pears” homophone tree here

Subject(s): [Language Arts](#) Grades(s): [Grades 2-3](#), [Grades 4-5](#)

Title – “Pair of Pears” – Teaching Homophones

By – Stacey Lewis

Primary Subject – Language Arts

Grade Level – 2-4

Length of Lesson – 3 days – 45 minutes each day

EL level of students – Moderate to advanced

Concept:

Students will be introduced to homophones

Materials and/or Technology:

- Overhead projector
- A homophone worksheet
- *Eight Ate – A Feast of Homophone Riddles*
by Marvin Terban
- Chart paper
- Brown butcher paper (tree)
- Yellow and green shaped pears

Standards:

- 1.0 Word Analysis, Fluency and Systematic Vocabulary Development, Vocabulary and Concept Development
- 1.4 Use knowledge of antonyms, synonyms, homophones and homographs to determine the meaning of words

Objectives:

Students will be able to define the word homophone and give examples of common homophones. Students will create a pair of homophones for the homophone tree and write sentences about them that demonstrate an understanding of the different meanings of the chosen words. Students will complete a homophone practice sheet in which they will put the correct homophone with the correct definition and sentence.

Vocabulary:

Homophone

Beet

Bored

Instruction Model:

Inquiry Lesson

Classroom Management:

Whole Class

Room Arrangement:

Whole classroom; students will be seated at their own desks except when they are on the floor reading book or doing the chart as a group.

Procedure:

Tell students that they are going to help grow a “pair of pears” homophone tree in the classroom. Pair the bare tree and hold up a yellow/green paper pear. Explain to students that they will create their own of homophone pears with their partners, “but first we need to do some practice on learning the different homophones.”

1. First day — Read the book and discuss with children what they predict a homophone is. Then provide definition of a homophone and provide different examples from the book and words. Then use many words in a sentence. While discussing the words, write the pair of homophones on chart paper. Now ask students to pair up and make up their own sentences using the words on the chart paper. Then have students work on a homophone worksheet (it can be as simple as just matching one word to the other)
2. Second day — Go over the words on the chart again. Have the students orally say a few sentences. Then go over the worksheet with the class. Then re-read the book

Eight Ate – A Feast of Homophone Riddles

by Marvin Terban. Have the students guess the homophone riddles in pairs. Then chart the homophone pair answers as you go through the riddles. Then have the students go back to their desk and in a pair pick out two homophone pairs and write four sentences.

3. Third day — The last day is where the students will choose a homophone pair, write a sentence for each word and copy the sentence onto one yellow pear and one green pear. Have the students practice the sentences in their journals and have them peer edit their work before doing their final copy onto the pear. Model to students the procedure.

Closure:

Ask students if they can name a homophone pair. Ask students to talk about their pair of homophones with their neighbor and how they would use it in a sentence.

Modification:

For ELL students — write all homophone pairs on the chart in front of the room, so it is easily accessible and try to go over each pair and provide a definition. The students should be able to use the word in context.

E-Mail

[Stacey Lewis](#)

!